

ORGANIZATION AND METHODS FOR USE IN DEVELOPING
AND CARRYING OUT A 4-H CLUB PROGRAM

By Erwin H. Shinn
Senior Agriculturist

I. Fundamental principles in developing and carrying out an effective extension program for 4-H Club members.

1. Understanding the educational objectives or purposes of 4-H Club work.
2. Determining current problems by obtaining accurate and reliable factual information from the local communities and the county in the fields of these objectives and based on current needs.
3. Developing the 4-H Club program of work: (a) Statement of long-time objectives, immediate goals, developing the plan of work for the year.
4. Developing an effective State, county, and local extension organization; selecting and training local leaders or sponsors.
5. Determining appropriate teaching means and agencies to use in carrying out the extension program.
6. Devising means for obtaining adequate, reliable data and selecting appropriate criteria for measuring and properly evaluating the effectiveness of the extension program on local problems and situations and the educational growth of farm boys and girls.

References: Recommended Policies Governing 4-H Club Work
(Report of the National Committee of the Land-Grant Colleges and the U. S. Department of Agriculture on 4-H Club Work), pp 5-6.

Some Principles in Extension Teaching as Applied to 4-H Club Work, by Erwin H. Shinn, Ext. Serv. Cir. 289.

An Evaluation of Some Educational Objectives of 4-H Club Work, by Erwin H. Shinn, Ext. Serv. Cir. 275.

II. Developing the 4-H Club organization

1. Understanding and explaining the aims of 4-H Club work to boys and girls and their parents.
2. Enlisting the cooperation of parents and the community.

3. Developing the 4-H Club council and similar organizations.
4. Enrolling members and organizing the club.
5. Selecting goals to strive for during the current year.
6. Determining the interest and needs of boys and girls.
7. Helping to select projects in terms of the interest, ability, and needs of individual boys and girls.
8. Planning for regular meeting and other club activities, such as parties, tours, exhibits, achievement days, and camps.
9. Delegating responsibilities to others, such as officers, leaders, and parents, and getting their help.
10. Developing plans for selecting and training local leaders or sponsors.

III. Factors to consider in developing a 4-H Club program.

1. Total number of farm and rural nonfarm Negro boys and girls from 10 to 20 years of age eligible for club work in the agent's county.
2. The 4-H Club enrollment in your county for the past year as compared with other counties of your own State.
3. Percentage of the club enrollment in the total enrollment, and the percentage of enrollment in your county as compared with the enrollment of other counties in your own State.
4. Percentage increase in the 4-H Club enrollment in your county over a period of 5 to 10 years.
5. Percentage of increase in completions in Negro 4-H Club work in your county the past 5 years.
6. Percentage of Negro boys completing 4-H Club work in your county the past 5 years.
7. Percentage of Negro girls completing 4-H Club work in your county the past 5 years.
8. The average number of farms per Negro extension worker and the average number of rural boys and girls 10 to 20 years of age per extension worker.
9. The average yearly 4-H Club enrollment per Negro extension worker, 1928-48.
10. Number of Negro extension workers and the average 4-H Club enrollment per worker in your State.
11. Relation of the new enrollment in Negro club work to the total enrollment and the percentage of the total enrollment that is new.
12. Percentage of boys and of girls enrolled previously in 1948.
13. The distribution of Negro 4-H Club members by age groups and the percentage enrolled by years with average ages.
14. Percentage of Negro club members out of school.
15. Percentage of 4-H Club members enrolled in 1930 and in 1936 for 1 year, 2 years, 3 years, 4 years, 5 years, and 6 years.
16. Number of local leaders, the number of clubs, the average number of leaders per club and the number of 4-H Club members per leader.

16. Number of local leaders, the number of clubs, the average number of leaders per club, and the number of 4-H Club members per leader.
17. Number of local leader training meetings attended, attendance at meetings, average attendance and number of meetings attended per leader, 1930-36.
18. Average number of 4-H Clubs per Negro agent, the average number of clubs per agent, and the average enrollment per club, 1930-36.
19. Number of demonstration teams and the number per club. Number of judging teams and the number per club, 1930-36.

Reference, Statistical Analysis of Negro 4-H Club Work, With Special Reference to 1936, by Erwin H. Shinn, Ext. Serv. Cir. 288.

IV. Problems that agents and local leaders may encounter in the planning of the 4-H Club program.

1. Enlisting the interest of older boys and girls in club work.
2. Getting the fullest cooperation from parents.
3. Getting members to plan their own program.
4. Handling those with inadequate facilities for doing effective club work, including land, animals, and other equipment.
5. Developing a health program.
6. Lack of finances or facilities for travel.
7. Deciding upon a community service program.
8. Extent to which club should take part in county activities.
9. Use of outside help in program.
10. Proper balance between the work and play phases of the club program.
11. Obtaining and using assistant leaders.
12. How to get equipment and material for project work.
13. Obtaining funds for prizes and other awards.
14. When the club should meet and how often.
15. Place for holding meetings.
16. Enrolling members and helping to select projects.
17. Planning for achievement days, tours, club camps, and the like.
18. Planning for transportation of club members to meetings.
19. Planning project work to suit the interest and ability of different club members.
20. Others.

References: Problems of 4-H Local Leaders, by Barnard Joy and others, Ext. Serv. Cir. 305; A Study of Local Leadership in 4-H Club Work, by Erwin H. Shinn, Ext. Serv. Cir. 267.

References: Organization of 4-H Club Work, by Gertrude L. Warren, Misc. Pub. 320.

The Agricultural Extension System in the United States, Smith and Wilson, Chapters III and XIII, Ext. Serv. Circ. 259 and 261.

V. Supervising and carrying out the 4-H Club program.

1. Understanding the teaching means and agencies to use in carrying out the 4-H Club program.
2. Selecting the teaching method appropriate for use in meeting a particular situation or problem.
3. Arranging details, attending and guiding club meetings.
4. Providing project instruction and other assistance through demonstrations, talks, group discussions, and visits to members' projects, including other methods.
5. Training members in judging, demonstration teamwork, and other activities.
6. Training local leaders: (a) In subject matter, and (b) in methods of instruction.
7. Using the services of older boys and girls as local club leaders.
8. Arranging details, attending and guiding 4-H Club events and activities, such as parties, picnics, socials, plays, tours, exhibits, achievement days, field days, fairs, exhibits, and camps.
9. Arranging for district or State events, transportation for members to get to meetings, social events, county-wide activities.
10. Determining proper standards to follow and providing appropriate recognition in conducting contests and granting prizes and awards to club members.
11. Maintaining good morale among all members and leaders.

References: Extension Service Circulars 172, 186, and 196.

VI. Essential factors in carrying out a 4-H Club program.

1. Determine aims or objectives of the work.
2. Survey conditions; locate the problems.
3. Select goals for the year.
4. Select projects or demonstrations based on the interest, ability, and needs of individual members.
5. Prepare a program and plan of work.
6. Enlist the interest of youth and parents.
7. Organize agencies and train leaders for cooperative action.
8. Select appropriate teaching means and agencies to fit the situation.
9. Evaluate progress; measure results.
10. Readjust the program to meet changes.
11. Keep the work going; make it challenging.
12. See that records are completed.

VII. Problems that local leaders face in helping to carry out the 4-H Club program.

1. Stimulating and holding the interest of all members in club work.
2. Getting members to keep accurate records.
3. Visiting homes and project work of members.
4. Training judging teams.
5. Training demonstration teams.
6. Selecting members to represent their club in judging and demonstration activities.
7. Developing in members a feeling of responsibility for the success of their projects.
8. Getting members to participate in judging activities.
9. Getting members to participate in demonstrations.
10. Keeping older club members interested.
11. Getting members to do more of their own work at club meetings.
12. Getting members to maintain high standards for the work they do.
13. Getting members to complete the requirements of their projects for the year.
14. Finding time to give proper supervision to club members' work.
15. Carrying out achievement programs.
16. Carrying out club camp programs.
17. Planning and conducting tours.
18. Getting members to have things ready to begin their project work.
19. Giving instruction on subject matter.
20. Getting members to follow project instruction as laid out in the outline.
21. Leading discussions.
22. Getting club members to practice 4-H ideals, such as good sportsmanship, cooperation, and fair play.
23. Getting members to attend meetings regularly.
24. Getting members to take part in meetings.
25. Getting club projects properly financed.
26. Getting members to assume leadership in recreational activities.
27. Arranging club exhibits.
28. Carrying out the program as planned.
29. Getting members to maintain high standards of ethical conduct.
30. Keeping order at meetings.
31. Getting parents to keep an active interest in the program.
32. Lack of community interest.
33. Keeping parents from doing the club members' project work.
34. Competition of other organizations for the time and interest of members.
35. Preventing parents from becoming jealous.
36. Getting cooperation from schools.

References: Problems of 4-H Local Leaders, by Barnard Joy and others, Ext. Serv. Cir. 305; A Study of Local Leadership in 4-H Club Work, by Erwin H. Shinn, Ext. Serv. Cir. 267.

VIII. Training local leadership for 4-H Club work.

1. What is leadership?
2. Fundamental characteristics of leaders.
3. Steps to follow in training local leaders.
4. How leaders shall conduct themselves.
5. Handicaps to leadership.
6. How people are influenced.
7. How human behavior is changed.
8. What learning is.
9. Factors useful in training the mind to learn and to retain knowledge.
10. What determines the retention of knowledge.
11. Natural impulses useful in learning.

Reference: Human Nature and Management, by Ordway Tead, Chap. VII.

IX. Most difficult problems local leaders have in helping to conduct 4-H Club work.

1. Organizing and conducting clubs to keep up interest.
2. Getting members to plan their own program.
3. Training demonstration teams.
4. Training judging teams.
5. Teaching subject matter.
6. Getting fullest cooperation of parents.
7. Holding the interest of older members in club work.
8. Conducting achievement meetings and arranging for trips.
9. Giving method demonstration.
10. Conducting recreational activities.
11. Helping with records and reports.
12. Arranging exhibits.
13. Attending training schools, conferences, and camps.
14. Selecting local winners.
15. Conducting result demonstrations.
16. Getting funds for prizes.
17. Meeting with clubs and getting members to attend.

Reference: Problems of 4-H Local Leaders, by Barnard Joy and others, Ext. Serv. Cir. 305; A Study of Local Leadership in 4-H Club Work, by Erwin H. Shinn, Ext. Serv. Cir. 267.

X. Measuring the effectiveness of the 4-H Club program and reporting results of progress.

1. Check and compare: (a) Increases in the 4-H Club membership over previous year, and (b) increases in the percentage of completions for the same period.
2. Percentage of the club members enrolled that show a profit on their project returns this year over last.

3. How long the average boy or girl remains in 4-H Club work. Is the period on the increase or decrease?
4. What percentage of the total available club membership to 10 to 20 years of age is enrolled: (a) in the State, and (b) in the county?
5. What is the number of 4-H Club members in your county per agent? Is this phase of the work on the increase or decrease?
6. How the enrollment per extension worker in your State compares with other States.
7. Percentage of club members in your county that reenrolled for further training.
8. Increases in percentage of those who are in 4-H Club work for 5 years or more.
9. Increase in percentage of those in club work 16 to 20 years of age.
10. Is the number of local club leaders on the increase or decrease?
11. Is the number of local leader training meetings on the increase or decrease?
12. Has the average attendance at meetings increased or decreased?
13. As to the number of demonstration and judging teams, has there been an increase or a decrease with either?
14. Results of leadership work may be measured in terms of increases in number of local leaders: (a) Number of local leaders trained, (b) value and quality of work done by the group, (c) interest and stability of membership, (d) number of complaints against leaders, (e) opinions of members about their feeling toward the leader, and (f) general satisfaction derived by club members or followers.
15. Achievement is the test of leadership because it is objective. Achievement is behavior that solves problems and meets needs. Achievement is the end product of the social process in which there is: (a) Need of some kind, (b) recognition of that need, and (c) action which meets that need in some way. A need is a gap between a stimulus aroused and a stimulus satisfied.

Reference: Statistical Analysis of Negro 4-H Club Work, by
Erwin H. Shinn, Ext. Serv. Cir. 288.

XI. Special characteristics of 4-H Club work.

1. Relation of the structure and function of 4-H Club work to formal school training.
2. How the two lines of training resemble and how they differ.
3. What significant place does the functional point of view in extension teaching have?
4. How to evaluate subject matter in extension work.
5. When should subject matter be applied?
6. What part does structure occupy in extension teaching?
7. How important is it that objectives of 4-H Club work be thoroughly understood?

8. Broadly considered, what are these objectives?
9. The value of the national 4-H Club creed, the 4-H Club pledge, and the 4-H Club motto in teaching 4-H Club work.
10. How many members should constitute a 4-H Club? What the club organization should comprise and how many members per local leader or sponsor.
11. The voluntary incentive in 4-H Club work.
12. Personal goals in the individual development of farm youth.
13. To what extent is 4-H Club work a motivated form of instruction?
14. To what extent do any of the following serve as incentives to learn?
 - (a) Learning to do by doing.
 - (b) Opportunity to own something.
 - (c) A sense of responsibility for home and community improvements.
 - (d) Opportunity to have active participation in solving everyday problems of the home and community.
 - (e) Feeling of success and pride in achievement of something worth while.

Reference: Organization of 4-H Club Work, by Gertrude L. Warren, Misc. Pub. No. 320.

XII. Educational principles and their application to 4-H Club work.

1. What is education?
2. To what extent is extension work with farm boys and girls educational work?
3. How 4-H Club teaching (a) resembles formal school training and (b) differs from school instruction.
4. Meaning of the project or demonstration method in conducting 4-H Club work. What are some merits of the project method?

Reference: Elementary Principles of Education, by Thorndike and Gates, Chapters I, IV, and XII.

XIII. What is learning, and what are its characteristics?

Reference: Elementary Principles of Education, by Thorndike and Gates, Chap. V and VI.

XIV. Important factors in training the mind to acquire and retain knowledge.

What are these factors?

1. Attention.
2. Interest.
3. Concentration.
4. Understanding.
5. Association.
6. Repetition.
7. Application.
8. Subsequent use to make ideas stick.

Reference: Handbook of teaching Skills, by Lancelot, Chap. II, III, IV, VIII, IX, and X. Human Nature and Management, by Ordway Tead, Chap. XVII. Influencing Human Behavior, by H. A. Overstreet, Chap. I and II.

XV. Some natural impulses most helpful in getting others to learn. What these impulses are:

1. Activity—doing things.
2. Curiosity.
3. Creativeness.
4. Gregariousness.
5. Imitation.
6. Love of nature.
7. Ownership.
8. Competition.
9. Love of approbation.
10. Self-advancement.
11. Love of prominence.
12. Altruism.
13. Wonder.

Reference: Handbook of Teaching Skills, by Lancelot, Chap. VI.

XVI. Traits and skills needed by an extension agent, which constitute fundamental elements in conducting an effective 4-H Club program.

Traits:

1. Attitude toward taking suggestions.
2. Personal appearance while on duty.
3. Desire for professional growth.
4. Initiative.
5. Interest in the life of the community.
6. Scholarship.
7. Leadership.
8. Loyalty.
9. Thoroughness in preparation.
10. Willingness to cooperate.

Skills:

1. Ability to awaken and hold interest and to stimulate effort.
2. Ability to discipline.
3. Ability to mix with others.
4. Aptness in using illustrative material.
5. Effectiveness in getting club members to participate.
6. Ability to explain subject matter and to teach the application of subject matter to present-day needs.
7. Ability to demonstrate and to train others in both demonstrating and judging.
8. Use of test material.

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WASHINGTON, D.C.

TO THE SECRETARY OF AGRICULTURE
WASHINGTON, D.C.

Very respectfully,
Yours truly,
[Signature]
[Name]
[Title]
[Address]
[City]
[State]
[Country]

Enclosed for the Secretary of Agriculture are the following:

1. A copy of the report of the [Name] on the [Subject] for the year [Year].

2. A copy of the report of the [Name] on the [Subject] for the year [Year].

3. A copy of the report of the [Name] on the [Subject] for the year [Year].

Very respectfully,
Yours truly,
[Signature]
[Name]
[Title]
[Address]
[City]
[State]
[Country]